

DOCUMENT RESUME

ED 214 836

SO 013 967

TITLE Minorities and Women in Educational Research: Progress Toward Equality. Final Report.

INSTITUTION American Educational Research Association, Washington, D.C.

PUB DATE Aug 81

GRANT NIE-6-81-0001

NOTE 72p.

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS American Indians; Asian Americans; Blacks; Educational Development; *Educational Research; *Females; Higher Education; Hispanic Americans; *Minority Groups; Participant Satisfaction; Participation; Program Descriptions; Program Evaluation; Research Methodology; Research Skills; Summative Evaluation; Workshops

ABSTRACT

This report evaluates a project to pilot-test workshop materials designed to facilitate increased participation of women and minorities in educational research and development. The pilot test involved three NIE/AERA sponsored workshops organized in conjunction with the 1980 annual meeting of the American Educational Research Association. The piloting was in preparation for seminars to be conducted later in 1980 in Puerto Rico, Virginia, and California. Participants in the pilot workshops were selected to represent Blacks, Hispanics, Native Americans, Asians, and women. Workshop topics were (1) The Researcher in a Political World, (2) Research Project Development and Management, and (3) Research Methods and Evaluation. Formal and informal data were collected for formative and summative evaluation purposes. A general conclusion is that the seminar objectives should be clarified prior to delivery of training sessions. Overall, the seminar received favorable ratings. Included in this report are summaries of workshop content, methods of participant selection, and evaluative comments by participants. Extensive appendices include promotional announcements, letters to applicants, workshop agendas, a list of participants, summary data from evaluation questionnaires, and general comments about the workshops. (AV)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED214836

50 013967

X This document has been reproduced as
received from the person or organization
originating it.

□ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

APR 5

FINAL REPORT

Minorities and Women in Educational Research: Progress Toward Equality

Grant No. 6-81-0001

Submitted to:

THE NATIONAL INSTITUTE OF EDUCATION
Minorities and Women's Programs

By

THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION
Special Interest Groups

American Indian-Alaska Native Education

Research Focus on Black Education

Research Focus on Hispanic Issues in Educational Research

Research on Women and Education

1230 - 17th Street, N.W.
Washington, D.C. 20036
(202) 223-9485

August 1981

As indicated in the proposal, a major dilemma expressed by minority group members and women who have an interest in educational R&D is one of accessibility. One barrier to accessibility is an insecurity by women and minorities to use research methodologies which require quantitative and qualitative skills. Equally important has been insufficient training opportunities for minorities and women to participate in viable mentoring and networking activities.

With the involvement and commitment of four AERA Special Interest Groups, three pre-workshops were organized in conjunction with AERA's April 7-11, 1980, Annual Meeting in Boston. The SIG groups and their leaderships represented a very unique resource for the development of workshops. Each SIG drew on a membership network (both internal and external to the AERA membership) that encompassed the targetal audiences for the workshops: Blacks, Hispanics, Native Americans, Asians, and women.

The topics of the workshops were: 1) The Researcher in a Political World; 2) Research Project Development and Management; 3) Research Methods and Evaluation.

The project directors, Alma Vasquez, Grayson Noley, Susan Thomas, and Ronald Braithwaite, assumed the following responsibilities as per the terms of the grant:

- 1) Helped plan, organize and design, with the NIE-appointed curriculum developers and instructional staff, each workshop.
- 2) Identified resource staff members for each of the workshops to assist in the instructional component of the seminars.
- 3) Announced and solicited applications for the workshops to the entire membership of the respective SIGs within the RFP's specified time constraints.

- 4) Based on the applications received and the travel budget, selected approximately 30 participants for each of the three workshops.
- 5) Notified all applicants of the selection decisions.
- 6) Assisted applicants who were selected for participation with such logistical arrangements as sleeping accommodations, registration, and travel arrangements.
- 7) In collaboration with NIE, selected Dr. John F. Heflin as the project evaluator who prepared instruments to assess the effectiveness of various components of the program: curriculum materials, meeting participants' individual needs, instructional staff, logistical arrangements, facilitating a networking and/or a mentoring relationship. Questionnaires were distributed to participants which focused on identifying areas in need of improvement before the workshops were repeated by NIE in the summer and fall of 1980.
- 8) Designed activities to facilitate the socialization of participants into the mainstream of production.

Participants received reimbursement for the least expensive round trip airfare between their home and Boston, as well as a \$100 allowance for local travel and living expenses. The program participants, instructional staff, and guests were also invited to a well-attended wine and cheese reception on Saturday evening, April 5.

The following evaluation report describes the background of the project, the workshop curriculum, the participant selection process, and the evaluation of the workshops.

The appendices contain samples of: promotional announcements, participant nomination forms, letters to applicants, agendas for the workshops, a handout that

highlighted AERA Annual Meeting sessions on equity, and a list of participants in each workshop.

The final financial report (under budget) will be submitted under separate cover.

APR 5 1982

NATIONAL INSTITUTE OF EDUCATION/AMERICAN
EDUCATIONAL RESEARCH ASSOCIATION FINAL
REPORT MWP/AERA PRE-SESSIONS

Evaluation Conducted in Boston, Mass.

April 5 and 6, 1980

Submitted by

John F. Heflin, Ph.D.

Chair, SIG/Research Focus
on Black Education

and

Associate Professor

School of Education

Portland State University

Portland, Oregon 97207

Abstract

This report summarizes evaluation data from three NIE/AERA sponsored training seminars which took place on April 5 and 6 prior to the annual AERA meeting in Boston, Massachusetts. Formal and informal data were collected for formative and summative evaluation purposes. A general conclusion is that the seminar objectives should be clarified prior to delivery of training sessions. Overall, the seminars received favorable ratings. When respondents were asked to rate (on a five-point scale) the overall value of each session, the following mean scores were computed: Project Development and Management, 3.69; Research and Evaluation, 3.8; and Researcher in a Political World, 4.1.

TABLE OF CONTENTS

Abstract	(i)
Background	1
R & D Seminar Curriculum	3
Seminar Participant Selection	5
Seminar Implementation	5
Evaluation	6
Appendices	12
Summary of Objective Data	
Summary of Subjective Data	

Background

Within the National Institute of Education (NIE) is the Minorities and Women's Program. This program supports a variety of experimental projects aimed at expanding opportunities for minorities and women in educational research and development. More specifically, the objectives of the Minorities and Women's Program are to:

1. Help minorities and women to participate at an advanced level of educational research and related work.
2. Assist institutions to establish policies and practices that
 - a. Enhance participation of minorities and women in all aspects of educational research, and
 - b. Overcome barriers to recognition of their research contributions, perspectives, and interests.
3. Develop knowledge, information, and strategies to advance the foregoing objectives.

Pursuant to the objectives outlined above, the American Educational Research Association submitted a project proposal and was awarded a contract to increase the participation of minorities and women in educational research and development via field-based Research and Development (R&D) Seminars. The identified sites for training delivery are Puerto Rico, Virginia, and California; these R & D Seminars are to be conducted during the summer of 1980.

A planning group consisting of Bill Russell, Executive Officer of AERA, Gwen Baker, Chief, NIE/Minorities and Women's Program and her staff of researchers created a design to pilot test the modules prior to delivery at the three identified sites. It was decided that selected minority and women pre-doctoral and post-doctoral students would be involved in the

pilot testing and materials refinement on April 5 and 6, 1980, just prior to the AERA annual meeting in Boston, Massachusetts. Seminar instruction was to be provided by the following members of the Curriculum Planning Team (CPT):

Mary Brown, Broad Impacts
 Patricia Campbell, William Patterson College
 Alice Chang, IBM
 Dean Chavers, Bacon College
 Tito Guerrero, Corpus Christi State University
 Betty Morrison, University of Michigan
 Elois Scott, University of Florida
 Rafael Valdivieso, ASPIRA

Assisting the CPT were the following AERA Special Interest Group (SIG) members:

Alma Vasquez, Co-chair and Ray Valdivieso, Co-chair
 SIG: Research Focus on Hispanic Education
 Susan Thomas, Representative
 SIG: Research on Women and Education
 Leo Nolan, Chair and Representative and Grayson Noley, Representative
 SIG: American Indian and Alaska Natives
 John F. Heflin, Chair and Ron Braithwaite Representative
 SIG: Research Focus on Black Education

These SIG representatives worked with the CPT as Coordinators and evaluators; in this capacity, they were responsible for recruiting, selecting and processing the Boston seminar participants, arranging for transportation, and related bookkeeping tasks.

In addition, and perhaps more importantly, the SIG representatives served as evaluators by providing the CPT, seminar participants, NIE officials and AERA officials with feedback throughout the AERA pre-sessions in Boston. This feedback, both formal and informal, proved to be a valuable source of formative evaluation data for the CPT leaders. Several seminar leaders indicated that they modified curricular modules and/or instructional strategies based upon the information gained from SIG representatives.

R & D Seminar Curriculum

The curriculum for the R & D Seminars is divided into three modules: 1) Project Development and Management, 2) Research and Evaluation and 3) The Researcher in A Political World. A brief outline for each module is listed below.

Module I. Project Development and Management

- A. Introduction to Project Development
- B. Effective Project Development
- C. Project Development Schedule
- D. Constraints: Legal, Institutional
- E. Project Development Decisions
- F. Sources of Funds for Developed Projects
- G. Introduction to Project Management
- H. Analysis of Tasks for Model Project
- I. Project Time Line
- J. Person Loading Chart
- K. Staff Description
- L. Facilities and Resources
- M. Budget Components

Module II. Research and Evaluation

- A. Critique of a Problematic Research Design
- B. Overview of Research and Types of Research
- C. Review of Materials and Feedback
- D. Overview of Evaluation
- E. Selection of Appropriate Evaluation Design
- F. Review of Materials and Feedback
- G. Research Design Flow Chart
- H. Proposal and Hypothesis Development
- I. Utilization of Research Design Flow Chart
- J. Small Group Activity/Research Design
- K. Small Group Presentations/Critique

Module III. The Researcher in a Political World

- A. Introduction to Understanding the Policy Cycle
- B. Understanding the Policy Cycle
- C. Policy Formulation
- D. Policy Administration
- E. Policy Evaluation
- F. Influencing the Policy Cycle
- G. Relating Your Work to the Policy Cycle
- H. Summation/Analysis
- I. Keeping Your Integrity and Your Job
- J. Increasing Visibility
- K. Mentors and Networking
- L. Developing a Career Plan of Action
- M. Problems Unique to Minorities and Women
- N. Generating Solutions
- O. Summation and Analysis

Seminar Participant Selection

The responsibility for recruiting and selecting participants for the Boston Seminar was delegated to the participating AERA/Special Interest Groups--Research Focus on Hispanic Education, Research on American Indian/Alaska Natives, Research on Women and Education and Research Focus on Black Education.

Each SIG had the primary responsibility for recruiting participants which were reflective of their respective membership group. For example, the SIG on Women recruited women researchers and the American Indian SIG recruited Native Americans and so forth. However, the Hispanic representatives recruited a group of Asian participants. Since the Asian SIG had disbanded, the decision to recruit Asian researchers developed during the final project planning stages.

Approximately 80 to 90 participants took part in the Boston training sessions; these participants included a cross section of pre and post doctoral students balanced by sex, race, geographic location and primary discipline.

Seminar Implementation

The Boston training sessions began with a plenary session on day one. At this time Gwen Baker, Chief of the NIE/Minorities and Women's Program, provided a historical account of this project and a general orientation for participants. In addition, she discussed the relationship of these sessions to the field-based seminars. A question and answer session followed. After this plenary session was adjourned, participants went to their assigned seminar rooms.

Evaluation

Evaluation of the pilot R & D Seminars took three primary forms:

1) informal feedback in the training sessions and in the hallways; 2) ad hoc meetings to discuss the informal feedback, and 3) administration of a formal evaluation instrument.

Reported herein are participant responses to the formal evaluation. However, before moving to a discussion of the formal evaluation results, it is important to note several developments which had a bearing on the evaluation and implementation of the Boston training sessions. First, the evaluator observed at the morning break of the first day, several participants expressed a concern for the lack of understanding of the function of the AERA pre-session in the overall service delivery design. Second, another group of participants voiced concerns about an incongruence between participant skill levels and the instructional module content. These two developments are significant because they led to the scheduling of several ad hoc meetings so that SIG representatives could crystallize participant concerns across SIG's and make specific recommendations to the appropriate instructional leaders.

During the second day, three SIG representatives expressed a desire to have all participants meet in a plenary meeting at end of the training sessions; the purpose of this meeting was to debrief (evaluate) participant reaction to content and modes of presentation across the three training groups. Consequently, the evaluator called together participants for a final plenary session and many participants took this opportunity to restate and expand upon the data which were recorded on the formal evaluation form.

The formal evaluation instrument collected both objective and subjective data from the participants. The evaluation design was aimed at collecting data to answer the following questions:

1. Were the seminar objectives made clear to you?
2. Was the seminar well organized?
3. What was the value of materials used?
4. Were the activities meaningful?
5. As a result of the seminar, do you have a better understanding of the status of minorities and women in educational R & D.
6. As a result of the Seminar, do you have a better understanding of the utility of educational R & D for improving the educational conditions of minorities and women?
7. As a result of the seminar, will you be a more effective educator?
8. What was the overall value of the workshop?

The evaluation design also provided information about:

1. General reactions, and
2. Membership status within AERA.

Module I - Project Development and Management

Twenty-eight participants responded to the evaluation instrument and ten were members of AERA. About half of the participants indicated that the objectives had been made clear. A general response was that the objectives had not been made clear prior to arrival at AERA. The majority felt as though the seminar was well organized and the materials were useful.

Approximately half the respondents thought the activities were meaningful. When asked if they had a better understanding of the status

of minorities and women in educational R & D, the ratings were not very high; approximately 43% of the respondents recorded a favorable answer to this question. Similarly, seminar participants did not feel that the seminar increased their understanding of the utility of educational R & D for improving the status of minorities and women. However, the content of the seminar may not lend itself to an exploration of these issues as compared to the two remaining seminars. A majority of respondents indicated that they would be more effective educators as a result of this training. Overall, the respondents felt that they would be more effective educators as a result of this training. In summation, the respondents felt the workshop was a success; the mean score was 3.69.

Module II - Research and Evaluation

Of the twenty-eight respondents, eleven were members of AERA. Thirty-nine percent indicated the seminar objectives were made clear and 54 per cent indicated that the objectives were not clearly stated. A general response was that the objectives were clarified upon arrival at AERA.

Approximately half the participants indicated that the seminar was well organized. Approximately 70 per cent gave high marks to the value of the materials used. The activities utilized received a less favorable rating (46 per cent). A majority of the participants felt that this seminar was not particularly effective in increasing their understanding of the status of minorities and women in educational R & D; nor did they believe that they had a better understanding of the utility of educational R & D for improving the conditions of minorities and women. Almost half (47.5 per cent) gave high ranking to the more effective educator question. In summation, the respondents rated the Seminar a success. The mean score was 3.8.

Module III - Researcher in a Political World

Within this group (25), fifteen were members of AERA. A clear majority, 57 per cent, indicated that the seminar objectives were clarified. For those respondents who rated the objectives as somewhat ambiguous, a common observation was that the objectives were not clarified on the first day. Respondents indicated that the seminar was well organized and effective materials were utilized. Similarly, they viewed the activities as being very meaningful.

By contrast to the high ratings above, a majority of respondents did give a high rating to the value of the session in contributing to their understanding of the status of minorities and women in educational R & D. On a related scale, a majority indicated that the session did not greatly increase their understanding of the utility of educational R & D for improving the educational conditions of minorities and women.

A clear majority indicated that they would be more effective educators as a result of this seminar. Overall, this session received a high rating with a mean score of 4.1.

Summation Across the Three Seminars

Overall, the participants indicated that the seminars were a success. The Project Development and Management seminar received a mean score of 3.69 on the "overall value of the seminar" scale. The Research and Evaluation seminar received a mean score of 3.8. And a mean score of 4.1 was computed for the Researcher in a Political World seminar.

Recommendations

Based upon informal feedback, ad hoc meetings, and results of the formal evaluation, the following recommendations are offered for future seminars of this type:

- Conduct a needs assessment to determine the skill level of participants. If a decision is reached to recruit pre and post doctoral participants, some consideration should be given to grouping to reduce the skill variability within seminars. For example, the same seminar may be provided to a group of pre-doctoral students and then to a group of post-doctoral students.
- The seminar objectives should be clarified for participants prior to arrival at the source delivery site.
- Seminars of this type should be expanded to three or four days. Several participants indicated that the amount of time (two days), realistically, was not enough.
- Greater planning for individual participation is needed.
- Participants suggested a need for a balance between lecturing and group problem-solving and interaction.
- Consider sending materials to participants ahead of time.
- Inform participants of specific behavioral objectives or expected outcomes for the seminar and for each module.
- Consider utilization of a variety of modes of presentation and media. Some consideration should be given to transparencies, charts, and simulations.

- Include more content and discussion of the special problems facing minorities and women in the R & D industry.
- Include more discussion of cultural difference models as contrasted with the traditional cultural ^{deficit} deficit model. For example, explore the implications of "Blaming-the-Victim Psychology" for structuring educational research.
- Establish formal structures and opportunities for socializing and networking during the seminar.

APPENDICES

PROJECT DEVELOPMENT & MANAGEMENT

N = 28 (10, Members of AERA)

. Were seminar objectives made clear to you?

Yes 46% No 39% No Response 14%

General response: Not beforehand

$\bar{X} = 3.7$. Seminar was well organized.

Strongly Agree			Strongly Disagree			
5	4	3.5	3	2	1	NR
21%	39%	4%	25%	7%	4%	

$\bar{X} = 3.96$. Materials used were very good.

5	4	3	2	1
36%	32%	29%	4%	0

$\bar{X} = 3.55$. Activities used were meaningful.

5	4	3	2	1	NR
21%	29%	32%	11%	4%	4%

$\bar{X} = 2.85$. As result of participation, I have a better understanding of the status of minorities and women in educational R & D.

5	4	3	2	1	NR
14%	29%	7%	21%	25%	4%

$\bar{X} = 3.07$. As result of this seminar, better understanding of utility of educational R & D for improving educational conditions of minorities & women.

5	4	3	2	1	NR
21%	21%	11%	18%	25%	4%

$\bar{X} = 3.64$. As a result of the seminar, I believe I will be a more effective educator.

5	4	3.25	3	2	1	NR
14%	43%	4%	29%	4%	4%	4%

$\bar{X} = 3.69$. Overall value of workshop.

High			Low			NR
5	4	3.5	3	2	1	
14%	50%	4%	14%	14%		4%

N = 28 (11, Members of AERA)

- Were seminar objectives made clear to you?

Yes 39% No 54% No Response 7%

General Response: Upon arrival

- $\bar{X} = 3.6$ • Seminar was well organized.

Strongly Agree

Strongly Disagree

5	4	3.3	3	2	1	No Response
14%	36%	4%	43%	4%		

- $\bar{X} = 3.9$ • Materials used were very good.

5	4	3.3	3	2	1
25%	43%	4%	21%	4%	4%

- $\bar{X} = 3.6$ • Activities used were meaningful.

5	4	3.6	3.3	3	2	1
25%	21%	4%	4%	29%	14%	4%

- $\bar{X} = 2.6$ • As a result of participation in seminar, I have a better understanding of the status of minorities and women in educational R & D.

5	4	3	2	1	NR
7%	14%	32%	18%	25%	4%

- $\bar{X} = 2.7$ • As a result of this seminar, I have a better understanding of the utility of educational R & D for improving the educational conditions of minorities and women.

5	4	3	2	1.5	1	NR
4%	21%	36%	7%	4%	21%	7%

- $\bar{X} = 3.4$ • As a result of seminar, I believe I will be a more effective educator.

5	4.5	4	3.5	3	2	1
14%	4%	29%	7%	25%	14%	7%

- $\bar{X} = 3.8$ • Overall value of workshop.

High

Low

5	4	3.6	3.5	3	2	1
25%	39%	4%	4%	21%	7%	

N = 25 (15, Members of AERA)

. Were seminar objectives made clear to you?

Yes 57% No 32%

General response: Not first day

 $\bar{X} = 3.84$. Seminar was well organized.

Strongly Agree

Strongly Disagree

5	4	3.5	3	2	1	No Response
7%	57%	7%	18%			

 $\bar{X} = 4.06$. Materials used were very good.

5	4.5	4		3	2	1	NR
21%	4%	46%		14%	4%		

 $\bar{X} = 4.04$. Activities used were meaningful.

5	4	3.5	3	2	1	NR
18%	46%	7%	11%			7%

 $\bar{X} = 3.52$. As a result of participation in the seminar, I have a better understanding of the utility of educational R & D for improving the educational conditions of minorities and women.

5	4		3	2	1	NR
14%	29%		36%	11%		

 $\bar{X} = 3.02$. As a result of this seminar, I have a better understanding of the utility of educational R & D for improving the educational conditions of minorities and women.

5	4	3.5	3	2	1	NR
11%	14%	32%	4%	18%	7%	4%

 $\bar{X} = 4.07$. As a result of this seminar, I believe I will be a more effective educator.

5	4	3.5	3	2	1	NR
14%	50%	4%	7%	7%		7%

 $\bar{X} = 4.1$. Overall value of workshop.

High

Low

5	4.5	4	3.5	3	2	1
21%	7%	46%	4%	7%	4%	

Project Development and Management

(Summary of General Comments)

-- High rating because of chances to interact with other participant. The seminar was too rigid-not enough-not any concentration on real issues of minorities and women in research. Boiler Plate WASP material.

-- A worthwhile venture. One drawback is that the program is too tightly packaged.

-- The difficulty level was too varied. The first day's program was at a basic level, while the second day's program was a little more advanced. It might be better to have groups that are more uniform in ability and you could present sessions that are consistent with the participants ability and needs.

-- The seminar objectives should have been made available to participants prior to arrival.

-- Saturday's workshop was slow in the afternoon; need group interaction-less lecturing. I feel the material will be very useful in my position.

-- Goals of workshop were not clearly identified; the agenda items should be reviewed extensively at the beginning of the workshop to allow people to buy into process. Our purpose was to evaluate but the instruments used did not facilitate this process and suggested this data was not really significant -- although it may be. Also the workshop format did not have equipment for public recording and sharing information developed. I thought this workshop was developed by and for minorities but it seems in order to deal with the issues that the minorities were raising -- time was relegated non-Programmatic times 8:30 am-9:00 Sunday, 5:00 pm Sunday. Great Affirmative Action Program.

-- The workshop, overall, provided participants with critical material which is so vital in any project development. However, the amount of time (two days) realistically, was not enough. Personally, I would have preferred to have more time to discuss general concerns about the intricacies of project work. Specifically, I believe that more discussion needed to be developed about "loopholes" in project development. The "brainstorming session" -- is a useful technique/tool and should be utilized with each step of any future presentations/workshops/seminars.

-- The seminar was great but because of miscommunications, the expectations and outcomes were both excellent and extremely poor. The materials...were excellent. As for meeting my needs and expectations and others, it was extremely bad. We had not been notified what the purpose was prior to the workshop, otherwise we could have been better prepared in mind set. Because of this fact the seminar got very inefficient because of cross goals and objectives. After the first day the leaders seem(ed) threatened and then did not or would not accept input to improve on the curricula as a pilot test project. For me, neither the organization or my goals were being met at this point. So I decided my time was not being used well and left early.

-- Can AERA avoid scheduling AERA activity on an Easter Sunday?

-- Second day sessions were more informative than first day sessions; a longer lunch hour would have been helpful.

-- Trainers should move ahead with the tasks. The agenda should be broken down into smaller (time) units and written down. Refer to once and no more -- follow it. Visual aids -- very few -- needed more e.g. short agenda, flow chart. Dress -- dress to audience -- dress authoritatively. Comments on audience input should show relevance to topic not just reiterate what was said. The product is good for those who have never gone through

the process...the staff should be compatible to the audience. Doctoral level people should be used to teach doctoral people.

-- Why was this seminar given to those with interests in women and minorities? No special attention was given to doing research with these groups, although the participants clearly hoped to learn about such issues. The obvious rationale for training women and minorities appeared to be that we lacked some very basic research skills, which is an insulting inference. I believe that NIE should reconsider the selection of participants in order to avoid offering the training to (1) people who already have considerable research skills and to (2) people with special research interests that are explicitly ignored.

-- (Not a member of AERA) but have probably been motivated to join. Research is an activity I hope to be involved with more extensively in future. I have a better idea now of some of the resources, when to begin, but certainly I have a great deal more to learn.

-- Presenter (Saturday) talked "down" to participants-very elementary "school teacherish" -- for example, "This group is really having a good time brainstorming"; "This group has really written down lots of ideas." She repeated herself -- for example -- reading a particular point about proposal writing from the handout, and then re-verbalizing it a couple of times. She seemed insensitive and almost patronizing to minorities' concerns. Margaret Robinson was excellent on Project Management/Budget; informative, professional; receptive to questions/concerns.

-- Several Important Concerns/Minorities

For future participants in a majority world -- it is very important to be able to --

a) Speak well -- articulate your aims

b) Write well -- state clearly for any audience what the overall goals of the project area.

and

c) Interact with all types of people.

-- Identify people sharing similar concerns; develop alternatives.

Research and Evaluation

(Summary of General Comments)

--I could not get a clear idea of where the workshop was going or was supposed to accomplish. I did not have sufficient information in the recruitment contact and the initial contact in Boston.

For someone who might not have heard of AERA (Minorities and Women) prior to this weekend, the orientation was weak and caused me confusion. I caught up in the afternoon and second day, but the first morning was a fog.

-- Day two most helpful -- input and group exercises excellent. As was stated by workshop leaders on day one, some of the activities were designed for individuals with less expertise than this audience.

-- Day one lectures were a waste of my time. Day two exercise was useful, as much as an opportunity to meet and work with other participants as for its own merit. If I had come for 2 weeks, I would not stay after first day.

--Recommendations for Research Design Session

1. Summer participants should be informed of specific behavioral objectives or expected outcomes of the training experience. Consider pre and post testing for information presented.
2. Explore possible differences in levels of sophistication of participants from region to region. Explore alternative delivery of service plans (i.e., use of transparencies, charts, etc.) To enliven presentations, consider that there are different learning styles.
3. Tito's session -- excellent. Keep time schedule ("Overview of Research") as it is.

4. The information presented by Dr. Scott is very important. Care should be taken to find strategies (in addition to small group work) to keep summer participants attentive.
5. All materials for this component should be collated for the summer group and color coded, if possible to prevent paper shuffling and facilitate easy focus on key points.
6. Overall -- the experience (as planned) sounds exciting and basically on-target for your intended audience.
7. Betty's session -- quite stimulating. Materials extremely useful.
8. Consider giving groups newsprint and/or transparencies so that you can accumulate the information generated that might not get on tape in large group feedback sessions.

--Presentation on how to use flow chart and watching Betty present model was very helpful--best of all -- very practical. Overhead transparencies are needed greatly.

-- Charts were difficult to see from back of room. It is important to include all people in discussions and feedback; this prevents boredom. Impossible to have questions and answer session for all concerned toward the end.

-- I'm not sure NIE understands the status of Indians in educational R and D. Generally, the level of discussion and activities was too difficult for more Indian participants. If a skills assessment could be administered before the 2 week sessions to make program meet special needs of groups and individuals.

-- I particularly enjoyed the Saturday morning and Sunday sessions. I enjoyed participating in small groups...

The "White Study" I felt was a terrific introduction to research design. It encouraged dialoguing and brought out both gross and subtle ways in which minorities can be "done in" by social science research.

The Sunday session was wonderful! It gave me many ideas for teaching research design...Saturday afternoon was a disappointment for me. I had real trouble following the speaker. The session lacked variety and was not concrete enough for me.

All in all -- a good show, though I would like to see in the summer.

1. More experiential education
2. More organized opportunity for socializing and networking.
3. More discussion of the special problems facing women and minorities.
4. More discussion of the research problems women and minorities need to address.
5. More sense of alternative research methodologies.
6. Optional sessions.

-- The idea of training women and minorities in these R & D/policy areas is terrific. The participants were great, and the presenters obviously were well prepared, and had put thought into the selection of materials. However, Day 1 Research design, especially afternoon session seemed overly dogmatic, i.e., the presenters seemed to have some values which were not made explicit, and which subsequently biased the content of the sessions to the point of appearing narrow. In the afternoon, for example, it was not clear why these models were selected as being appropriate, not was evaluation as a political/ethical process of valuing brought out. There seemed little room for disagreement/discussion. Additional activities would have been helpful on Day 1, or shorter sessions. Just because there is a possibility of meeting for 8 hours does not mean that anyone learns more if you keep them for 8 hours -- a 4:00 adjournment or 2 hour lunch/longer breaks would help.

Day 2 was much better in terms of participant and the level of activities. The chance to learn from/link with the other participants was THE BEST PART.

--The objectives of the seminar should be clearly stated and Tito's responsibility should be to provide at least "some" learning experience to the participants and not simply use us to help him structure his 2 week workshops...

--I found the seminar extremely valuable to my learning process in a number of areas. One of these areas in my dissertation that a large percentage of the participants appeared to be dissatisfied with current methodological approaches in educational research, subsequently much of the disagreement between groups participating in the exercise is related to methodological processes. Simultaneously, a large percentage of the participants were not well ground in traditional quantitative methods, thus much activity is spent looking for alternative methods without a good basic understand(ing) of Research Methods and Design.

-- Questions 6 and 7 did not really apply to the research and evaluation section (b) as directly perhaps as in (a) or (c). We emphasized the process of researching rather than the content or the issues that minorities and women face. I would have liked more of this understanding of the status of minorities and women and the utility of R & D perhaps in the form of discussions and further exchange of materials. I really liked the relaxed atmosphere -- it was, in my opinion, conducive for warm and positive exchanging.

--Really need to improve the quality and organization of the workshop activities. Participants are not given enough basic information on research concepts to do a very effective job of deriving hypotheses, selecting statistical tests, etc. Too bad consultant worked with derivation of hypotheses, etc., failed to provide critical feedback to participants concerning major

flaws in the application of statistical tests to proposals.

-- Well planned 2 days. Group leaders were knowledgeable and prepared to deal with criticisms and reactions. Only concerned with how this participation leads to a better understanding of women and minorities in R & D...

-- Confusion on my part regarding what the workshop would be caused me to expect something different the first day. I was partially disappointed; Dr. Guerrero was extremely well organized and provided an excellent activity and materials. The afternoon session was not as focused and/or prepared and I was very confused and unable to complete the activity. I will only add that being asked to do something without the necessary information is frustrating and counter productive. The second day was much more in line with my expectations.

--The greatest value came in meeting, sharing ideas and information with other participants. Training in research design was too minimal. Evaluation was poorly organized, poorly led, the extensive written materials passed out were irrelevant to the small group activities; the explanation of key concepts were unclear; the view of evaluation was too narrow and muddled; the entire presentation needs to be reworked -- evaluation more clearly conceptualized and tied to other presentations on design and methodology. Sunday's activities were substantive, informative, well organized, the written handouts valuable -- the time allotted for tasks more adequate for exploring the small group topics. Thanks to BETTY!! Overall -- the chance to meet others and stay on for AERA was well worth the less informative moments. Thanks.

The Researcher in a Political World

(Summary of General Comments)

--Excellent, delivery, responsiveness, handouts. Small groups meeting frequently and interaction with larger group was excellent. Suggestions:

1. One big circle for workshop participants.
2. Packet to hold handouts
3. More delving into issue of working in non-academic job and integrity, publishing and research, sexist/racist responses.

-- Avoid jargon or redefine in ordinary language; mix education and non-education types. Keep mix of presentation and group feedback -- effective format for flow of material, energy and discussion. Tighten up the agenda of each day -- with fewer items. Reverse order of materials covered in the two days.

-- The beginning was slow -- but picked up as time and days went by. Could especially relate to day 2; it made me think of strategies to survive and help others survive... Day 1 also gave me more ideas how to make research more relevant and less academic. Day 2 could be packaged and utilized by many minority graduate and undergraduate students.

-- The experience in total was too taxing. Eight hours is simply too long to expect clear and cogent response from a group such as this. The moves to small groups on the second day was helpful in breaking this pattern but I suspect more diverse approaches would have been better yet. All presenters were excellent and If Pat is ever able to bottle her energy level I would gladly buy.

--...Information passed out was very helpful. The sessions were generally well organized. One problem...the amount of time spent on each segment was too short...more small group interactions to get to know people better.

-- Individual comments submitted on each day.

-- Reverse the order -- Put Pat's presentation before Ray's if possible. Would like to have heard more of the pitfalls to the "mentoring" strategy for getting ahead -- there is a fine line between a mentor and a "god father" or "god mother" complex of many academic types. Would like to have seen more results of research in this area... Would like to have addressed unique problems and strategies more explicitly. Good day! Very supportive of our personal careers and goals. Most of what was presented is good for everyone -- men, women, minority and majority.

-- The second day was much more effective; mostly because of the increased amount of dialogue, activities (personal, small group, large group.) Suggestions: 1st day -- more examples of generalities -- would bring both days to a rather high level.

-- Day 1., I see how education R & D can be used (in theory) to improve educational conditions of minorities, women, etc.; but not so convinced in a practical view. In order to tie the day 2 into the researcher in a political world, then the overall notion or theme probably should be politics of networking or developing networks. I think further, that day 2 could very well be detailed strategies for bringing about influence in the policy cycles whereas, day 1 was where and when to influence.

--...Overall the sessions were informative and contributed to affective echelons e.g., encouragement to continue working etc...

--...I enjoyed and thought I learned more on the "tricks" day. The major benefit was getting the various viewpoints on the scenarios. It really opened me up to some new ideas and strategies, as well as making me think about the real implications, not just the "ideal."

--Thought workshop was quite effective. A couple of thoughts:

1. would try to carefully target materials to level of expertise in group. For example, introductory session on three ways to affect policy in government could possibly start at higher level.

2. Use of simulations, drawing out of group, greatly enhances effectiveness of sessions.
3. Might try to work more at integrating the two days...
4. Would be interested in seeing some research on change agents; organizational change, etc.

--The sincerity and zeal of the presentors came across strongly.

-- Exceeded expectations; particularly like the idea of mixing majority women with minority women and men; more interaction in this area is needed; thought the mix of people (levels, degree progression) added richness; concerned that fear of using legal remedies in race/sex discrimination cases can erode the gains made (the negative repercussions of using such remedies was stressed in workshop)...not enough time...conflict between "style" of minorities and "style" of majority women was not dealt with...more discussion of the policy cycle at local and state level. Would like more content on policy analysis...Presenters are terrific people.

--Use more diversification of personnel (more than one person per session prevents burnout...Develop materials which call for trainees to demonstrate all objectives...one instrument so that application of objectives can be applied within the scope of politics and research which are part of the trainees own career experiences. Personnel are important to the program.

--- It is very important to try to force participants to write down specific steps they will take in mentoring and networking.

--Since it's so critically important, would like to see more focus on us as leaders and as ethical leaders (Al Burns book on Leadership). We need more reinforcement for that...

---...More development of the judicial and executive roles in formulating policy decisions and, eventually laws (on the first day). Good balance between lectures and group activities, intersperse more evenly over two day period.

--...First day was oriented heavily towards the policy cycle at federal level...More examples should be chosen from public school settings. Minority issues were not fully explored; we should examine concerns and strategies of minority groups and line them to the politics involved in educational research. Not enough opportunities to meet people in other workshop sessions. Overall, a successful and well-planned workshop.

--An even distribution of Koreans among the three different workshops would have been appreciated; in this case all the Koreans were concentrated in one workshop (Researcher in Political World.) Summarize educational legislation. An assessment at the beginning of the seminar would be helpful to orient seminar. Pat's seminar -- very helpful in terms of my needs -- concerning mentoring, networking, etc.

College of Home Economics
Department of Home and
Family Life
Resource Center for
Women's Programs
(904) 644-3042

The Florida State University
Tallahassee, Florida 32306



To: Members of SIG:RWE and WE
From: Susan Thomas, Project Coordinator
Date: February 23, 1980

Four Special Interest Groups of the American Educational Research Association have received a training grant from the National Institute of Education: Minorities and Women's Program to conduct advanced training sessions in conjunction with the AERA annual meeting to be held in Boston April 7-11, 1980. The purpose of the three training sessions, which will focus on Research Design, Project Development and Management, and Policy Analysis and Legislation, will be to provide an opportunity for professional development in one of these three areas as well as to assist in the professional socialization of young researchers. These sessions will be co-sponsored by SIG: Research Focus on Hispanic Educational Issues, SIG: Research Focus on Black Education, SIG: Research on Women and Education, and SIG: American Indian-Alaskan Native.

As a member of SIG: RWE or WE, you are invited to nominate a person who you feel would benefit from such a training session. The nominee should be a doctoral student or a new Ph.D. within three years of degree. The training sessions will take place either as a pre-session (April 5-7) or a postsession (April 11-12). A final decision on the date will be made by March 1.

Nominations must be received by March 13, 1980. The applications will be reviewed on March 14 in a meeting of the four SIG groups to be held in Washington. Formal invitations will be extended to the successful nominees on Monday, March 17. The invitations will include one round-trip air fare (coach, preferably super-saver or other discounted fare) from the Nominee's home institution to Boston, and a small living allowance of \$100 to help defray hotel and other expenses.

Please use the enclosed nomination form to identify a potential candidate for these training sessions. Attendance is limited to 30 persons per session. Because of the short time before the annual meeting, it is imperative that nominations be received by March 13. Nominations received after that date cannot be considered.

We believe the training sessions have great potential for the enhancement of the skills of young researchers. We look forward to receiving your nomination.

SIG: Research Focus
on Hispanic Educa-
tional Issues

Rafael Valdivieso

SIG: Research Focus
on Black Education

Ronald Braithwaite

SIG: Research on
Women and Education

Susan Thomas

SIG: American
Indian/Alaskan
Natives

Leo Nolan

March 3, 1980

MEMORANDUM

TO : 1979 Grant Workshop
FROM : William J. Russell
SUBJECT : Boston Workshops and A Follow-up Meeting

I am pleased to announce that we were notified today that NIE has awarded a sole source grant to four AERA Special Interest Groups to conduct three experimental workshops prior to (April 5-7) AERA's Annual Meeting in Boston.

The topics of the workshops are: 1) Policy and Legislative Analysis, 2) Research Project Development and Management, and 3) Research Methods and Design. Participants should be doctoral students or received the degree within three years.

The grant will cover travel expenses and \$100 towards living and local travel expenses for approximately 75 participants. Selection of participants will be made by the following project directors for each of the SIGs:

American Indian-Alaska Native Education, Leo Nolan, 4817 A So. 28th St.,
Arlington, VA 22206 (202) 245-8298

Research Focus on Black Education, Ronald Braithwaite, Hampton Institute,
East Hampton, VA 23668 (804) 727-5652

Research Focus on Hispanic Issues in Educational Research, Alma Vazquez,
5948 N Santa Monica, Milwaukee, WI 53217 (414) 963-6535

Research Focus on Women and Education, Susan Thomas, 103 Sandels, Florida
State University, Tallahassee, FL 32306 (904) 644-1507 or 3042

Unfortunately, the timing and deadlines for this proposal are extremely tight. The deadline for receipt of applications is March 13, 1980. Should you be interested in applying to a workshop or nominating someone, I suggest you contact one of the SIG project directors as soon as possible.

As requested by the participants of last year's proposal development workshop, a follow-up meeting has been scheduled for Wednesday, April 9 at 4:05 - 6:05 in Beacon G of the Sheraton-Boston Hotel. As you realized, Dr. Krathwohl has agreed to participate in this meeting. We hope many of you will be able to attend this "alumni session".

WJR/lr

Advanced Research Development Seminars

Nomination Form

Name _____

Address _____

City _____ State _____ ZIP _____

Phone _____

Institutional Affiliation _____

Name of Nominator _____

Educational History:

(List date of degree, college/university, major)

What is your primary research interest?

The three training sessions are listed below. Rank order these three training sessions in terms of your preference. If any one of the three is NOT an interest, do not rank it.

_____ Research Design _____ Project Development and Management
_____ Policy Analysis and Legislation

Could you attend: the pre-session (April 5-7) _____ the postsession (April 11-12) _____
yes/no yes/no

Approximate cost of air fare, round trip, your institution to Boston _____
Would you have any other source of travel support to attend the AERA annual meeting
and the training sessions? _____
yes/no

Send this nomination form to:

Dr. Susan Thomas
Project Coordinator
3747 Shamrock West
Tallahassee, FL 32308

THE PENNSYLVANIA STATE UNIVERSITY

RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

College of Education
Division of Education Policy Studies

American Indian Education
Policy Center
814-865-1487

March 21, 1980

I am pleased to inform you of your selection to be a participant in the pre-session workshops being sponsored by four Special Interest Groups of the American Educational Research Association in cooperation with the National Institute for Education. The four SIG's are: American Indian—Alaska Native Education, Research Focus on Black Education, Research Focus on Hispanic Issues in Educational Research, and Research on Women and Education. The dates are April 5 and 6, 1980.

The three workshops are entitled (I) Project Development and Management, (II) Research and Evaluation, and (III) The Researcher in a Political World. You were asked to specify your workshop preference in our telephone contact. However, because of the need to balance participation in each of the three workshops the one to which you have been assigned may not be your first choice. The enclosed agenda indicates your assignment.

All workshops will be held in the Sheraton Boston Hotel. Workshop (Session) I will convene in Gardner B, Workshop II will be in Gardner A, and Workshop III will meet in the Berkley Room. All workshops are two days in length and are presently scheduled to run from 9:00 a.m. to 5:00 p.m. daily. In addition, a reception for all participants is scheduled from 5:30 p.m. to 7:00 p.m. on 5 April 1980 in Independence West. Because the workshop agendas are extremely tight, it will be necessary for you to arrive no later than 8:45 a.m. each morning.

You are responsible for making your own housing and travel arrangements. If you have any difficulty in this regard you should contact Mary Dahill at the Boston Convention Bureau, 617-536-4100. You should mention your participation in this AERA function.

The expenses which will be reimbursed to you include \$ _____ for airfare and \$100 total for local travel and accommodations. While we realize the latter amount probably is insufficient it is the maximum which is allowed. Nevertheless we hope you can stay for at least part of the AERA Annual Meeting which runs from April 7-11, 1980. Enclosed you will find a list of sessions which may be of interest to you and

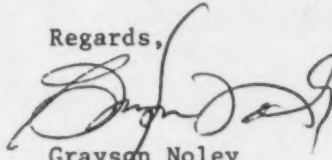
Page 2
March 21, 1980

which are scheduled throughout the week. This listing represents only a very small portion of all the programs to be presented and was prepared by Barbara Thalacker of the Women's SIG to assist in identifying programs in the area of equity.

Finally, graduate students in the Harvard Leadership Training Program have plans for a social on Tuesday evening, 8 April 1980 for the AI/ANE—SIG participants. We encourage you to stay as we will use this opportunity to inform you in greater detail about the intents and needs of our organization.

If you have other questions please do not hesitate to call. We presume that you are now committed to being in Boston and look forward to seeing you there. If, upon your arrival, you have questions or need directions please contact either myself or Leo Nolan.

Regards,



Grayson Noley
Program Chairman
AIANE/SIG, AERA

CN:ew
Enclosure

20 March 1980

Workshop location: Sheraton Boston

Workshop Rooms:

Policy Analysis & Legislation: Berkeley Room

Research Design & Evaluation: Gardner A

Program Development & Management: Gardner B

Accepted for: _____

PLEASE READ CAREFULLY!

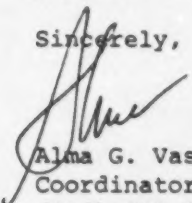
On behalf of the Hispanic Special Interest Group on Educational Research, I would like to inform you that you have been accepted to participate in the NIE/AERA sponsored pre-session workshop. Given the short time frame under which we all labor, you will be expected to make your own travel and accomodation arrangements. Please reserve your flight immediately and obtain the least expensive travel arrangements; given that you will be spending Saturday night in Boston, you should be able to arrange for the lower fare available from most major airlines. Because we have tried to bring as many Hispanic and Asian participants representatives of the national population, we are asking your consideration in making the most economic arrangements early since we have a very limited budget. Please feel free to stay for the rest of the AERA annual meeting if you can.

1. We will fund only the lowest round trip airfare available from your location.
2. You will need to make your own arrangements for accomodations. Contact: Mary Dahill, Boston Convention Bureau, 617-536-4100. Ms. Dahill can tell you where space is available and give you hotel phone numbers so that you can call to reserve your own room.
3. You will be given \$100.00 to cover your total expenses for lodging and food for the weekend. You will need to request reimbursement from Bill Russell at AERA directly, using the enclosed expense form entitled, "Request for Payment". You may submit a request for the honorarium and include the airline receipt prior to the workshop. (Bear in mind that you may not receive it on time given the U.S. Mail.) If you really need to, we suggest you mail your request 1st Class or Express Mail.

4. Attached is a list of people accepted. You may want to share accomodations with other participants. Arrange this on your own.
5. Saturday evening, you are cordially invited to a Wine & Cheese Reception at the Sheraton Boston: Independence Room West
Time: 5:30 p.m. - 7:00 p.m.
6. Enclosed is a list of the AERA Convention hotels for your information. You may or may not want to reserve a room at these for the workshop weekend.
7. Enclosed is a preliminary copy of the workshop agenda for your information.
8. Remember you will attend only the workshop listed on the first page of this letter.

Again, Welcome/Bienvenidos and we'll see you in Boston!

Sincerely,



Alma G. Vasquez, Ph.D.
Coordinator, Hispanic Research SIG
(414) 962-2610 (home)
(414) 963-6535 (office)

IMPORTANT: If you find you cannot attend, please give me or Margie Mika a call immediately. It may mean the difference between our group being well represented or not.

NOTE: The Hispanic Educational Research SIG undertook to administer a separate fund for the Asian-Americans, given the time constraints. We hope to encourage development of an AERA Special Interest Group to serve the needs of the Asian-American researchers.

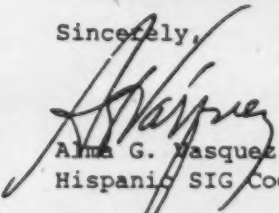
20 March 1980

RE: AERA Pre-Session Workshop

On behalf of the Review Committee of the Hispanic Educational Research SIG, I regret to inform you that you were not selected as one of the participants in the Pre-Session Workshop to be held April 4-6, 1980 in Boston. The pool of applicants was outstandingly qualified and we were forced to select only between 20-25 participants. The constraints were in terms of very limited funds and selection further had to be based on research area, ethnic, geographic, sex, and space available per workshop. The task of final selection was an arduous one at best given the great number of highly qualified applicants.

On behalf of the SIG Review Committee I want to thank you for responding to our hurried announcement. We would like to keep your name on file should this opportunity arise again in the near future. Please keep in touch with our SIG and inform us of any address change.

Sincerely,



Alma G. Vasquez, Ph.D.
Hispanic SIG Coordinator

AGV:mm

SESSION I

PROJECT DEVELOPMENT AND MANAGEMENT

NIE MINORITIES AND WOMEN'S PROGRAM
RESEARCH DEVELOPMENT SEMINAR

-PILOT TEST-
AERA PRE-SESSION

APRIL 5-6, 1980
BOSTON, MASSACHUSETTS

Planning Team Trainers
Mary V. Brown
Dr. Dean Chavers
Dr. Alice Chiang

DAY 1

<u>TIME</u>	<u>TOPIC</u>
9:00 - 9:30	Introduction to Project Development o The Process of Idea Generation
9:30 - 11:00	Effective Project Development o Problem & Need Statements o Goals & Objectives
12:00 - 1:00	LUNCH
1:00 - 2:00	Effective Project Development (Cont'd) o Literature Reviews
2:00 - 2:30	Project Development Schedule
2:30 - 3:00	Constraints: Legal, Institutional
3:00 - 3:30	Project Development Decisions
3:30 - 4:30	Sources of Funds for Developed Projects
4:30 - 5:00	Participant Analysis and Feedback

DAY 2

<u>TIME</u>	<u>TOPIC</u>
9:00 - 9:30	Introduction - Definition and purpose of project management - Describe model project
9:30 - 10:30	Analysis of Tasks for model project
10:30 - 10:45	BREAK
10:45 - 11:15	Project Time Line for model project
11:15 - 12:15	Person loading chart for model project
12:15 - 1:00	LUNCH
1:00 - 1:30	RESUME
1:30 - 2:00	Staff Description
2:00 - 2:30	Facility and Resources
2:30 - 2:45	BREAK

2:45 - 4:00

Budget - Discuss components of Budgets
(Direct labor, Overhead, Other direct costs, Indirect cost)

4:00 - 5:00

Illustrating budget catagories with model project

The purpose of the project management session is to illustrate how management plan translates the ideas of a project into a plan of action by specifying the resources required for meeting the objectives of the project. Using a sample model project, participants will learn the tools that enable them to develop a project management plan.

SESSION II

RESEARCH AND EVALUATION

NIE MINORITIES AND WOMEN'S PROGRAM
RESEARCH DEVELOPMENT SEMINAR
-PILOT TEST-
AERA PRE-SESSION

APRIL 5-6, 1980
BOSTON, MASSACHUSETTS

Planning Team Trainers
Dr. Tito Guerrero
Dr. Betty Morrison
Dr. Elois Scott

DAY 1

<u>TIME</u>	<u>TOPIC</u>
9:00 - 10:30	Scenario - Critique of a research design fraught with methodological & ethnic problems.
10:30 - 10:45	BREAK
10:45 - 11:45	Overview of Research & Types of Research.
11:45 - 12:00	Review of remainder of materials & request for feedback.
12:00 - 1:00	LUNCH
1:00 - 2:30	Overview of evaluation.
2:30 - 2:45	BREAK
2:45 - 4:30	Discussion of types of analyses appropriate for evaluation purposes.
4:30 - 5:00	Review of remainder of materials & request for feedback.

DAY 2

<u>TIME</u>	<u>TOPIC</u>
9:00 - 9:30	Define flow chart and describe use.
9:30 - 10:15	Using a proposal, develop flow chart with one hypothesis.
10:15 - 10:30	BREAK
10:30 - 12:00	Using two more hypotheses, develop flow chart.
12:00 - 1:00	LUNCH
1:00 - 2:00	Small groups work on flow chart in areas of interest.
2:00 - 2:15	BREAK
2:15 - 3:00	Continuation of small group activity.
3:00 - 5:00	Group Presentations

SESSION III

THE RESEARCHER IN A POLITICAL WORLD

NIE MINORITIES AND WOMEN'S PROGRAM
RESEARCH DEVELOPMENT SEMINAR
-PILOT TEST-
AERA PRE-SESSION

APRIL 5-6, 1980
BOSTON, MASSACHUSETTS

Planning Team Trainers
Dr. Patricia Campbell
Mr. Rafael Valdivieso

DAY 1

<u>TIME</u>	<u>TOPIC</u>
9:00 - 10:00	Introduction to Understanding the Policy Cycle.
10:00 - 10:30	Understanding the Policy Cycle. - o Policy Formulation I: The Legislature - o Policy Formulation II: The Courts
10:30 - 10:45	BREAK
10:45 - 11:15	Understanding the Policy Cycle (cont'd) - o Administration - o Evaluation
11:15 - 12:00	Questions and Answers
12:00 - 1:00	LUNCH
1:00 - 3:00	Influencing the Policy Cycle. - o The Iron Triangle. - o Link or Lack of it between Research and Policy. - o How do you influence the Cycle.
3:00 - 3:15	BREAK
3:15 - 4:30	Relating your work to Policy Cycle: Small group discussion.
4:30 - 5:00	Analysis of the Day

DAY 2

<u>TIME</u>	<u>TOPIC</u>
9:00 - 9:30	Keeping your Integrity and your Job.
9:30 - 10:30	Increasing visibility.
10:30 - 10:45	BREAK
10:45 - 11:30	Mentors & Networking.
11:30 - 12:00	Developing a career plan of action.
12:00 - 1:00	LUNCH
1:00 - 1:30	Continuing a career plan of action.

1:30 - 2:30	Problems unique to Minorities & Women.
2:30 - 3:30	Generating Solutions.
3:30 - 3:45	BREAK
3:45 - 4:45	Critequing solutions and adapting them to career plans
4:45 - 5:00	Analysis of the Day.

SESSION III

THE RESEARCHER IN A POLITICAL WORLD

NIE MINORITIES AND WOMEN'S PROGRAM
RESEARCH DEVELOPMENT SEMINAR
-PILOT TEST-
AERA PRE-SESSION

APRIL 5-6, 1980
BOSTON, MASSACHUSETTS

Planning Team Trainers
Dr. Patricia Campbell
Mr. Rafael Valdivieso

DAY 1

<u>TIME</u>	<u>TOPIC</u>
9:00 - 10:00	Introduction to Understanding the Policy Cycle.
10:00 - 10:30	Understanding the Policy Cycle. - o Policy Formulation I: The Legislature - o Policy Formulation II: The Courts
10:30 - 10:45	BREAK
10:45 - 11:15	Understanding the Policy Cycle (cont'd) - o Administration - o Evaluation
11:15 - 12:00	Questions and Answers
12:00 - 1:00	LUNCH
1:00 - 3:00	Influencing the Policy Cycle. - o The Iron Triangle. - o Link or Lack of it between Research and Policy. - o How do you influence the Cycle.
3:00 - 3:15	BREAK
3:15 - 4:30	Relating your work to Policy Cycle: Small group discussion.
4:30 - 5:00	Analysis of the Day

DAY 2

<u>TIME</u>	<u>TOPIC</u>
9:00 - 9:30	Keeping your Integrity and your Job.
9:30 - 10:30	Increasing visibility.
10:30 - 10:45	BREAK
10:45 - 11:30	Mentors & Networking.
11:30 - 12:00	Developing a career plan of action.
12:00 - 1:00	LUNCH
1:00 - 1:30	Continuing a career plan of action.

1:30 - 2:30	Problems unique to Minorities & Women.
2:30 - 3:30	Generating Solutions.
3:30 - 3:45	BREAK
3:45 - 4:45	Critequing solutions and adapting them to career plans
4:45 - 5:00	Analysis of the Day.

BEST COPY AVAILABLE

EQUITY PROGRAMS

AERA 1980

Boston, Massachusetts

April 7-11, 1980*

Prepared by Barbara Thalacker

Monday, April 7, 1980

- 1.16 12:25-1:55 p.m. THE BLACK PRESENCE IN HIGHER EDUCATION: RESEARCH AND POLICY ISSUES
Sheraton (Jefferson, 3rd Floor)
- 1.21 12:25-1:55 p.m. ROUNDTABLE DISCUSSION ON HISPANIC RESEARCH ISSUES FOR THE 1980's
Sheraton (Beacon G, 3rd Floor)
- 1.35 12:25-1:55 p.m. AMERICAN INDIAN EDUCATION: INDIGENOUS VS. IMPOSED VALUES AND STRUCTURES
Sheraton (Liberty C, 2nd Floor)
- 2.09 2:15-3:45 p.m. INTEGRATING THE DESEGREGATED SCHOOL: STUDIES OF ALTERNATIVE CLASSROOM PRACTICES
Sheraton (Berkeley, 3rd Floor)
- 2.28 2:15-3:45 p.m. SEX ROLE RESEARCH
Civic Center (Room 200, 3rd Floor) Tables 2-8
- 2.29 2:15-3:45 p.m. CURRENT RESEARCH ON WOMEN AND EDUCATION
(Round Table)
Civic Center (Room 200, 3rd Floor) Tables 9-14
SIG:RWE
- 3.01 4:05-5:35 p.m. URBAN EDUCATION IN THE 80's: THE ROLE OF RESEARCH
Sheraton (Grand Ballroom, 2nd Floor)
- 3.21 4:05-5:35 p.m. MENTORING: SOCIALIZATION, NETWORK OR CHARTER EFFECTS
(Symposium)
Civic Center (Revere, 3rd Floor)
Women's Committee & Minorities Committee

Tuesday, April 8, 1980

- 5.11 8:15-10:15 a.m. INSTITUTIONALIZING BILINGUAL EDUCATION IN SCHOOLS, COLLEGES AND DEPARTMENTS OF EDUCATION
Sheraton (Fairfax B, 3rd Floor)
- 5.14 8:15-10:15 a.m. THE FISCAL AND PROGRAMMATIC IMPACT OF P.L. 94-142
Sheraton (Commonwealth, 3rd Floor)

* Sessions printed in italics should be of particular interest to SIG:RWE members

- 6.10 8:45-10:15 a.m. PERSPECTIVES ON THE EFFECTIVENESS OF
DESEGREGATION
Civic Center (Room 202, 3rd Floor)
- 6.11 8:45-10:15 a.m. ISSUES IN SEX EQUITY FOR MEN (SYMPOSIUM)
Civic Center (Hancock, 3rd Floor)
Women's Committee
- 7.16 10:35-12:05 p.m. MAINSTREAMING MINORITY RESEARCHERS:
REALITY OR RHETORIC
Sheraton (Commonwealth, 3rd Floor)
- 7.30 10:35-12:25p.m. ACHIEVING WOMEN AT HOME AND AT WORK
Civic Center (Room 204, 3rd Floor)
SIG:RWE
- 8.11 12:25-1:55 p.m. SOCIALIZATION, CURRICULUM AND MINORITY
GROUPS
Sheraton (Berkeley, 3rd Floor)
- 8.21 12:25-1:55 p.m. THE USE/MISUSE/DISUSE OF AGING RESEARCH
IN EDUCATION: FOUR INSTITUTIONAL
PERSPECTIVES
Sheraton (Beacon A, 3rd Floor)
- 8.25 12:25-1:55 p.m. CASE STUDIES ON THE EFFECTS OF INTEGRATION/
DESEGREGATION
Civic Center (Hancock, 3rd Floor)
- 8.28 12:25-1:55 p.m. SEX EQUITY IN EDUCATION
Civic Center (Adams, 3rd Floor)
Division A and SIG:RWE
- 9.06 2:15-3:45 p.m. BILINGUALISM AND LEARNING: A RESEARCH
PERSEPCTIVE
Sheraton (Liberty B, 2nd Floor)
- 9.11 12:15-3:45 p.m. SOCIAL/INSTRUCTIONAL INTERACTION IN
BILINGUAL SETTINGS
Sheraton (Clarendon, 3rd Floor)
- 9.12 2:15-3:45 p.m. ISSUES AND RESEARCH REGARDING THE CHICANO
EXPERIENCE
Sheraton (Dalton Room, 3rd Floor)
Division G and SIG:RWE
- 9.31 2:15-3:45 p.m. BLACK STUDENTS IN WHITE INSTITUTIONS:
CONCERNS AND TRENDS
Civic Center (Room 204, 3rd Floor)

- 9.32 2:15-3:45 p.m. COGNITIVE SEX DIFFERENCES IN ADOLESCENCE
Civic Center (Room 200, 3rd Floor)
SIG:RME
- 10.03 4:05-6:05 p.m. CONTINUING PROBLEMS IN DESEGREGATION!
"MINORITY" PERSPECTIVES
Sheraton (Independence East, 2nd Floor)
- 10.09 4:05-6:05 p.m. EDUCATIONAL ISSUES FOR WOMEN AND MINORITIES
IN RURAL AREAS
Sheraton (Beacon B, 3rd Floor)
- 10.18 4:05-6:05p.m. ORGANIZATIONAL STRUCTURES THAT PROMOTE
WOMEN AND MINORITIES IN SCHOOL ADMINISTRATION
CAREERS Sheraton (Commonwealth, 3rd Floor)
- 10.24 4:05-6:05 p.m. CULTURAL DIFFERENCES AND STABILITY IN
TEST PERFORMANCE
Sheraton (Beacon G, 3rd Floor)
- 10.36 4:05-5:35 p.m. DEAFNESS RESEARCH: FLOTSAM AND JETSAM
Civic Center (Room 200, 3rd Floor)

Wednesday, April 9, 1980

- 13.02 8:15-10:15 a.m. A SYNTHESIS OF RESEARCH RELATING TO THE
IMPLEMENTATION OF P.L. 94-142
Sheraton (Republic Ballroom, 2nd Floor)
- 13.07 8:15-10:15 a.m. QUALITY AND EQUALITY IN EDUCATION: SOME
MOTIVATIONAL PERSPECTIVES FOR OPTIMIZING
DEVELOPMENT
Sheraton (Beacon D, 3rd Floor)
- 13.11 8:15-10:15 a.m. CURRENT RESEARCH PERSPECTIVES ON BLACK
EDUCATION
Sheraton (Jefferson, 3rd Floor)
- 14.04 8:45-10:15 a.m. THE IMPACT OF P.L. 94-142 ON ADMINISTRATION
Sheraton (Berkeley, 3rd Floor)
- 15.03 10:35-12:05p.m. INSIGHTS FROM LATIN AMERICAN PSYCHOLOGY
IN EDUCATIONAL PRACTICES WITH HISPANICS
Sheraton (Independence East, 2nd Floor)
- 15.18 10:35-12:05 p.m. CURRICULUM MATERIALS DEVELOPMENT AND USE
Sheraton (Hampton, 3rd Floor)

- 15.25 10:35-12:05 p.m. WOMEN EDUCATORS" THIRD ANNUAL RESEARCH ON WOMEN
IN EDUCATION AWARD
Civic Center (Mayflower, 3rd Floor)
- 15.24 10:35-12:05 p.m. SCHOOL FINANCE, FEDERAL POLICIES AND MINORITY STUDENTS
Civic Center (Hancock, 3rd Floor)
- 15.31 10:35-12:05 p.m. COUNSELING, CULTURE, AND EARLY CHILDHOOD INDIAN
EDUCATION
Civic Center (Room 200, 3rd Floor)
- 16.09 12:25-1:55 p.m. SOCIAL INTERACTION IN INTEGRATED EARLY SPECIAL
EDUCATION CONTEXTS
Sheraton (Beacon E, 3rd Floor)
- 16.18 12:25-1:55 p.m. COMPARATIVE STUDIES OF DISSIMILAR GROUPS
Sheraton (Exeter, 3rd Floor)
- 16.18 12:25-1:55 p.m. DEVELOPMENT OF ENTRY/EXIT CRITERIA AND ASSOCIATED
ASSESSMENT PROCEDURES FOR BILINGUAL EDUCATION PROJECTS
Sheraton (Hampton, 3rd Floor)
- 16.36 12:25-1:55 p.m. COGNITIVE AND AFFECTIVE INFLUENCES ON THE DEVELOPMENT
OF SEX-RELATED DIFFERENCES IN MATHEMATICS
Civic Center (Mayflower, 3rd Floor)
SIG:RNE
- 17.01 2:15-3:45 p.m. STATUS PROBLEMS OF TRADITIONALLY FEMININE PROFESSIONS
Sheraton (Grand Ballroom, 2nd Floor)
Business Meeting and Invited Address, SIG:RNE
- 17.07 2:15-3:45 p.m. ISSUES OF EQUITY: PAST AND FUTURE
Sheraton (Liberty B, 2nd Floor)
- 17.24 2:15-3:45 p.m. GENDER ANALYSIS AND CURRICULUM STUDIES: THEORETICAL
AND PRACTICAL CONSIDERATION
Civic Center (Hancock, 3rd Floor)
- 17.27 2:15-3:45 p.m. DOES SCHOOL DESEGREGATION IMPROVE STUDENTS' CHANCES
OF ADULT SUCCESS AND SOCIAL INTEGRATION? RECENT
LONGITUDINAL STUDIES
Civic Center (Adams, 3rd Floor)
- 18.06 4:05-6:05 p.m. COLLEGIATE WOMEN AND INSTITUTIONAL CHANGE
Sheraton (Liberty A, 2nd Floor)
- 18.12 4:05-6:05 p.m. INSTRUCTIONAL VARIABLES RELATED TO EDUCATION OF
DEAF PEOPLE
Sheraton (Clarendon, 3rd Floor)

- 18.21 4:05-5:35 p.m. TAILORING COUNSELING APPROACHES: RESEARCH ON THE CAREER-RELATED VALUES AND INTERESTS OF SEX-TYPICAL AND SEX-ATYPICAL WOMEN AND MEN
Sheraton (Gardner, 3rd Floor)
- 18.28 4:05-6:05 p.m. POSTDOCTORAL PROGRAMS TO INCREASE THE PARTICIPATION OF MINORITY PERSONS AND WOMEN IN RESEARCH ON EDUCATION: ALTERNATIVE APPROACHES
Civic Center (Adams, 3rd Floor)
- 18.32 4:05-5:35 p.m. CURRENT ISSUES IN VOCATIONAL EDUCATION
Civic Center (Room 200, 3rd Floor) Table 3
- 18.38 4:05-5:35 p.m. AGING RESEARCH AND ITS IMPLICATIONS FOR EDUCATION
Civic Center (Room 200, 3rd Floor)

Thursday, April 10, 1980

- 21.20 8:15-10:15 a.m. STRATEGIES FOR INCREASING THE ACCESS AND RETENTION OF MINORITIES IN HIGHER EDUCATION
Civic Center (Revere, 3rd Floor)
- 23.14 10:35-12:05 p.m. DEVELOPMENT AND USE OF CULTURALLY-RELEVANT PRE-SCHOOL INSTRUMENTS: A NATIVE AMERICAN PERSPECTIVE
Sheraton (Exeter, 3rd Floor)
- 23.26 10:35-12:05 p.m. WOMEN'S COMMITTEE FEEDBACK FORUM: SEX EQUITY IN AERA
Civic Center (Mayflower, 3rd Floor)
AERA Women's Committee
- 23.30 10:35-12:05 p.m. AN ASSESSMENT OF THE EFFECT OF BUSING AND SCHOOL DESEGREGATION ON JEFFERSON COUNTY (LOUISVILLE): FIVE YEARS LATER
Civic Center (Room 204, 3rd Floor)
- 23.37 10:35-12:05 p.m. SMALL ROUNDTABLES: TABLE 2-CROSS-CULTURAL SEX DIFFERENCES
Civic Center (Room 200, 3rd Floor)
- 24.23 12:25-1:55 p.m. NON-SEXIST TEACHER EDUCATION: RESEARCH ON NEEDS AND NEW PROGRAMS
Civic Center (Mayflower, 3rd Floor)
- 2:00-3:00 p.m. DISCUSSION OF NATIONAL DEMONSTRATION PROJECTS FOR WOMEN'S EDUCATIONAL EQUITY
Civic Center (Women's Committee Room 209, 3rd Floor)
- 25.09 2:15-3:45 p.m. STUDENT INTERACTIONS WITHIN DESEGREGATED CLASSROOMS
Sheraton (Beacon D, 3rd Floor)

- 6-
- 25.13 2:15-3:45 p.m. RESEARCH IN READING AND MATHEMATICS IN BILINGUAL
EDUCATION
Sheraton (Dalton Room, 3rd Floor)
- 25.21 2:15-3:45 p.m. THE NEW DEPARTMENT OF EDUCATION: DIRECTIONS IN
SUPPORT OF EDUCATION FOR OLDER AMERICANS
Sheraton (Beacon A, 3rd Floor)
- 25.32 2:15-3:45 p.m. POSTER SESSION: STRATEGIES FOR COMMUNICATING WITH
HEARING IMPAIRED STUDENTS
Civic Center (Room 200, 3rd Floor)
- 25.34 2:15-3:45 p.m. CAREER DEVELOPMENT
Civic Center, Room 200 3rd Floor)
- 26.14 4:05-5:35 p.m. WOMEN IN POSTSECONDARY EDUCATION IN THE 1980's:
TOWARD A STATISTICAL PROGNOSIS
Sheraton (Exeter, 3rd Floor)
- 26.20 4:05-6:05 p.m. FUNDING OPPORTUNITIES FOR RESEARCH ON SEX EQUITY
AND WOMEN'S ISSUES
Sheraton (Gardner, 3rd Floor)
AERA Women's Committee
- 26.25 4:05-6:05 p.m. ON HISPANICS AND SCHOOL DESEGREGATION
Civic Center (Hancock, 3rd Floor)
- 26.26 4:05-5:35 p.m. CRITICAL PERSPECTIVES IN THE ASSESSMENT OF SCHOOL
DESEGREGATION RESEARCH
Civic Center (Mayflower, 3rd Floor)
- 26.32 4:05-5:35 p.m. RACE, SEX AND CLASSROOM INTERACTION: IMPLICATIONS
FOR TEACHER TRAINING
Civic Center (Room 200, 3rd Floor)
- 26.34 4:05-5:35 p.m. BARRIERS TO OCCUPATIONAL EQUITY: IDENTIFYING AND REC-
TIFYING THEM
Civic Center (Room 200, 3rd Floor)
SIG:RNE

Friday, April 11, 1980

- 28.07 8:15-10:15 a.m. COGNITIVE ASPECTS OF DEAFNESS
Sheraton (Dalton Room, 3rd Floor)
- 29.10 8:15-10:15 a.m. P.L. 94-142: EVALUATION OF IMPLEMENTATION
Sheraton (Commonwealth, 3rd Floor)
- 28.14 8:15-10:15 a.m. SCHOOL DESEGREGATION BENEFITS TO WHITES:
ETHNOGRAPHIC APPRAISALS
Civic Center (Hancock, 3rd Floor)

- 20.16 8:15-10:15 a.m. ENFORCEMENT OF SCHOOL DESEGREGATION: CAN SOCIAL SCIENCE BE MORE RELEVANT?
Civic Center (Adams, 3rd Floor)
- 29.08 8:45-10:15 a.m. INQUIRY INTO CULTURAL DIMENSIONS OF THE BILINGUAL CLASSROOMS
Sheraton (Clarendon, 3rd Floor)
- 29.11 8:45-10:15 a.m. SOCIAL CLASS DIFFERENCES IN ACHIEVEMENT AND IMAGINATION
Sheraton (Gardner, 3rd Floor)
- 29.14 8:45-10:15 a.m. ANDROGYNY: MORE AND LESS THAN MEETS THE EYE
Civic Center (Mayflower, 3rd Floor)
Division E and SIG:RWE
- 30.06 10:35-12:05 p.m. DO GRADUATE STUDIES IN EDUCATION REFLECT THE CONCEPT OF CULTURAL PLURALISM IN AMERICA?
Sheraton (Liberty E, 2nd Floor)
- 30.08 10:35-12:05 p.m. SOCIAL INDICATORS OF EQUALITY OF EDUCATIONAL OPPORTUNITY
Sheraton (Liberty D, 2nd Floor)
- 31.01 12:25-1:55 p.m. ASSESSMENT IN BILINGUAL EDUCATION
Sheraton (Liberty A, 2nd Floor)
- 31.05 12:25-1:55 p.m. EDUCATION AND THE OLDER WOMAN IN AMERICA
Sheraton (Liberty G, 2nd Floor)
- 31.07 12:25-1:55 p.m. ASSESSMENTS OF THE NEED FOR STAFF DEVELOPMENT IN DESEGREGATED SCHOOLS
Sheraton (Beacon E, 3rd Floor)
- 31.13 12:25-1:55 p.m. THE DEVELOPMENTAL EFFECTS OF MAINSTREAMING ON HANDICAPPED AND NONHANDICAPPED CHILDREN
Sheraton (Fairfax B, 3rd Floor)
- 31.17 12:25-1:55 p.m. THE PSYCHOSOCIAL DEVELOPMENT OF WOMEN IN THREE COHORTS FROM EARLY ADULTHOOD THROUGH MIDDLE AGE
Sheraton (Beacon F, 3rd Floor)
SIG:RWE and Division E
- 32.24 2:15-3:45 p.m. BARRIERS AND OPPORTUNITIES FOR MANAGERS IN A CORPORATE SETTING: IMPLICATIONS FOR EDUCATIONAL ADMINISTRATORS
Sheraton (Constitution, 2nd Floor)
SIG:RWE

RESEARCH FOCUS ON BLACK EDUCATION
SPECIAL INTEREST GROUP, AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

March 17, 1980

Dr. William J. Russell, Executive Officer
1230 Seventeenth Street, N.W.
Washington, D.C. 20036

Dear Dr. Russell:

The following individuals have been selected to attend the NIE sponsored pre-session. Please draft per diem checks in the amount of \$100.00 for each person. Mr. Vernon Courtney will be driving from State College, PA to Boston, so his check includes travel for 900 miles at 17 cents per mile.

All of the air travel will be handled through Dominion Travel Service in Newport News, VA. I have also included a statement for my time and the secretarial support.

The participants are listed by workshop assignment:

THE RESEARCHER IN A POLITICAL WORLD

1. Mr. Vernon Courtney
2. Ms. Delores Carpenter
3. Mr. Eric Frazier
4. Ms. Alma Sisco Evans
5. Mr. Hillary Stanford
6. Mr. Winston Chao
7. Ms. Penny McDonald
8. Ms. Joyce Scott

RESEARCH PROJECT DEVELOPMENT & MANAGEMENT

1. Ms. Bernice Proctor Venable
2. Ms. Delores P. Plummer
3. Ms. Deborah L. Harris
4. Mr. William Murphy III
5. Mr. Lewis Bundy
6. Mr. Reginald Davis
7. Mr. Walter D. McCoy
8. Ms. Fran Johnson
9. Mr. John Holmes

RESEARCH METHODS AND EVALUATION

1. Ms. Lisa Daniels
2. Ms. Brenda Toler Williams
3. Ms. Valerie Williams Drake
4. Ms. Eunice D. Jackson
5. Ms. Mary J. Lindsay
6. Mr. Gerald S. Norde
7. Ms. Eloise Washington
9. Mr. Zollie Stevenson, Jr.
9. Ms. H. Helena Wynn

LIST (ASIAN)
WORKSHOP PARTICIPANTS ACCEPTED

Research Methods & Evaluation:

- | | |
|---|--|
| 1. Tony Chiu-Ming Lam
19025 56th Lane NE
Seattle, WA 98155
206-485-5315 (home)
206-543-1139 (work) | 10. Jim Eun Kim
4415 Cambridge Ct.
Bloomington, IN 47401
812-337-2513 |
| 2. Edwin E.A. Manzano
55 Colby Way
Nahant, MA 01908
617-595-5815 (home)
617-373-9158 (work) | 11. David Wong
5317 N. Hamlin
Chicago, IL 60659
312-539-2260 (home) |
| 3. Brenda J. Uyemura Stevenson
105-A Escondido Village
Stanford, CA 94305
415-326-6269 (home)
415-497-4661 (work) | 12. Grace Yun
174 Davis St.
Hamden, CT 06517
203-436-2646 (work)
203-624-9367 (home) |

Project Development & Management:

- | | |
|--|--|
| 4. Barbara J. Azeka
1008 Witte Hall A
Madison WI 53706
608-262-7287 | 13. Shinae Chun
2670 Forest Glen Trail
Riverwoods, IL 60015 |
| 5. Teresito M. Laygo
42 Southdale Ave.
Daly City, CA 94015
415-994-6371 (home)
415-848-3199 (work) | |
| 6. Steven Shiu
6315 N. Lawndale
Chicago IL 60659
312-478-5244 (home) | 7. Noriko Takada
1106 Madison, Evanston, IL 60202
312-475-2322 (home)
312-870-4130 (work) |

The Researcher in a Political World

- | | |
|---|--|
| 8. Susi Chan
4200 N. Marine Drive #302
Chicago, IL 60613
312-871-7392
312-641-7319 | |
| 9. Eun Sook Hwang
5373 N. Bowmanville Ave.
Chicago IL 60625
312-784-2072
312-631-5188 | |

American Indian/Alaska Native Education—Special Interest Group—AERA

ADVANCED RESEARCH DEVELOPMENT SEMINARS

<u>Name</u>	<u>Institutional Affiliation</u>	<u>Tribal Affiliation</u>	<u>Wk/Shp</u>
Aldey, Rhonda	UCLA	Cherokee	I
Bradley, Claudette	Harvard University	Schaghticoke	I
Bread, Jerry	University of Oklahoma	Kiowa/Cherokee	I
Brescia, William	United Indians of All Tribes	Choctaw	II
Brown, Anthony, Dr.	UCLA	Cherokee	I
Burgess, Chris	American Indian Res. Assoc.	Choctaw	I
Champagne, Liana	Harvard University	Chippewa	II
Chisholm, Anita	University of Oklahoma	Shawnee	II
Davis, James, Dr.	United Tribes Educ. Tech. Ctr.	Chippewa	II
Solospe, Larry	Pennsylvania State University	Chippewa	III
Hammon, Eber	Harvard University	Chickasaw	I
Huff, Henry	Seneca Nation of Indians	Cayuga	I
Johnson, Valerie	Michigan State University	Seneca/Cayuga	III
Kipp, Darrell	Blackfeet Tribal Educ. Dept.	Blackfeet	III
LaFromboise, Teresa, Dr.	University of Nebraska	Cherokee	I
Lawson, Andrew	St. Cloud State University	Tsimshian	III
Lockhart, Barbetta	University of New Mexico	Modoc	III
Mitchell, Steve	University of Connecticut	Penobscot	III
Stiffarm, Lenore	Harvard University	Gros Ventre	III
Tonemah, Stuart	Pennsylvania State University	Comanche/Kiowa	III
White Eagle, Josie	Harvard University	Winnebago	II
Wynde, Yvonne	Nat. Tribal Chairman's Assoc.	Sisseton-Wahpeton	II
Yazzie, Nora	Nat. Clnglse/Bilingual Ed./UNM	Navajo	II
York, Kenneth	Mississippi State University	Choctaw	I

24 total participants

LIST (HISPANIC)
WORKSHOP PARTICIPANTS ACCEPTED

Research Methods & Evaluation:

1. Barbara Flores
5050 E. 5th St. Apt. C-15
Tucson, AZ 85711
602-626-4385 (work)
602-747-7475 (home)
2. Yvonne Herrera-Smith
1018 Masselin St. #8
Los Angeles, CA 90019
213-498-5451 (work)
213-936-9394 (home)
3. Nelia Olivencia
387 S. Main St.
Cottage Grove, WI 53527
608-263-2378 (work)
608-839-4006 (home)
4. Carl G. Sullivan
3879 N. Humboldt Blvd.
Milwaukee, WI 53212
414-963-6573 (work)
414-963-0449 (home)
5. Linda Mora Meyerowitz
1959 N. Taft Ave.
Los Angeles, CA 90068
213-741-6216 (work)
213-463-1015 (home)
6. Elva Duran
Dept. of Guidance & Ed. Psych.
College of Education
University of Texas-El Paso
El Paso, TX 79968
915-747-5244
7. Reyes Ramos
915 Shelley Drive
Arlington TX 76012
817-273-2707 (work)
817-265-7563 (home)
8. Daniel Aguilera
12827-1/2 Oxnard St.
Los Angeles, CA 91606
213-741-8154 (work)
213-761-6873 (home)
9. Rodolfo Serrano
4315 Woodlake Dr.
Bakersfield, CA 93309
805-833-3065 (work)
805-323-3609 (home)

10. Rosa Casarez
49-E Escondido Village
Stanford, CA 94305
415-329-8067 (work)

The Researcher in a Political World:

11. Maria del Refugio Robledo
6634 Spring Manor
San Antonio, TX 78249
512-684-8180 (work)
512-696-7523 (home)
12. Roberto Pinero
4801 Sheboygan Ave. #115
Madison, WI 53705
608-271-5292 (home)
13. George A. Gonzalez
38 Dudley Avenue
Venice, CA 90291
213-741-6975 (work)
213-396-2065 (home)
14. Regina Mitchell-Rodriguez
101 G St., S.W. #A510
Washington, D.C. 20024
202-245-2600 (work)
202-484-5408 (home) (travel only)
15. Antonio Flores
3512 Ginger Snap Lane
Lansing MI 48910
517-373-3260 (work)
517-393-8861 (home)
- *16. Alvin D. Rivera
~~4202 Stan Lane~~
Rockville MD 20853
202-676-5900 (work)
301-770-1437 (home)
- * 17. Gilbert Cho
15 Sparhawk St. #2
Brighton, MA 02135
617-782-6745
18. Sandra C. Garcia
1260 21st St. N.W. #406
Washington D.C. 20036
202-676-7016 (work)
202-296-5106 (home)

ACCEPTED PARTICIPANTS LIST, cont'd

19. Rocio Martinez
Witte Hall, Suite #1021
Madison, WI 53706
608-262-7298 (home)

*20. Rafael J. Magallan
718 E. Capital St. N.E.
Washington, D.C. 20002
202-245-8056 (work)
202-543-7591 (home)

Program Development & Management:

21. Karen L. Otazo
3358 19th St. Drive
Greeley, CO 80631
303-351-2939 (work)
303-356-6194 (home)

22. Sylvia Castillo
528 6th Ave.
Menlo Park, CA 94025
408-277-2191 (work)
415-367-6253 (home)

23. Maria D. Flores
3531 N. Murray Ave.
Shorewood, WI 53211
414-242-6500 Ext. 289 (work)
414-964-2778 (home)

24. Silvia Rodriguez
2018 Baltimore Rd. Apt. J-34
Rockville, MD 20851
202-245-2511 (work)
301-340-9817 (home)

25. Lawrence Frederick Fernandez
1401 Wentworth Ave.
Sacramento, CA 95822
916-445-9482
916-452-8944

* 26. Sara Melendez
Harvard University
Cambridge, Mass.

29. Herminio Martinez
322 W. 57th St.
New York, NY 10019
212-247-8876
212-678-3151

(PAL cont'd)

27. Anita V. Martinez
#4 Linden St.
Boulder, CO 80302
303-499-1998
303-497-0270

28. Ricardo Martinez
730 E. McKellips Apt. C-717
Tempe, AZ 85281
602-946-6745
602-965-3877

* No funding required

Participants Selected by SIG:RWE for Advanced Research Training Sessions

<u>Participant</u>	<u>Degree Status</u>	<u>Workshop</u>
Carolyn R. Benz 1325 A 37th Street, N.E. Canton, Ohio 44714 216-456-0902 216-375-7775 (office)	Doctoral Student University of Akron	Project Development
Nancy M. DeMuth Penn State University Capitol Campus Middletown, Pa. 17057 717-783-6151 (office)	Ph.D. (1979) University of Utah	Research Design
Ronna F. Dillon Dept. of Guidance and Educational Psychology Southern Illinois Univ. at Carbondale Carbondale, Illinois, 62901 618-529-2618 618-536-7763 (office)	Ph.D. (1978) University of California at Riverside	Project Development
Roberta M. Felker 901-C Eagle Heights Madison, WI. 53705 608-238-6123 608-263-4220 (office)	Doctoral Student Wisconsin Research and Development Center for Individualized Schooling	Research Design
Averlyn Gill Center for the Study of Administration in Education - UBC 2125 Main Mall Vancouver, BC v6t 1z5 604-224-6935 604-228-6349	Doctoral Student University of British Columbia	Policy Analysis

<u>Participant</u>	<u>Degree Status</u>	<u>Workshop</u>
Grace P. Guthrie 1914-D Orchard Street Urbana, Illinois 61801 217-367-3688 217-333-4125 (office)	Doctoral Student- University of Illinois	Project Development
Yvonne T. Guy 1747 9th Street Santa Monica, Cal. 90404 213-450-7868 213-825-0267 (office)	Doctoral Student - University of California - Los Angeles	Project Development
Phyllis King 1487 N. Highland Ave., N.E. Atlanta, Ga. 30306 404-892-5568 404-658-2518	Doctoral Student - Georgia State University	Policy Analysis
Noele Krenkel 1820 Arch Street Berkeley, Calif. 94709 415-548-9576	Doctoral Student - University of Southern California	Policy Analysis
Sally Lubeck 6933 Columbia Place St. Louis, Missouri 63130 314-863-3750	Doctoral Student - Washington University	Research Design
Patricia P. McNamara 2560 Federal Avenue Los Angeles, Calif. 90064 213-478-5688 213-478-6556 (office)	Doctoral Student - University of California - Los Angeles	Research Design

Participant

Degree Status

Workshop

Denise R. Richardson
4500 E. Sunshine Drive
Tucson, Arizona 85718
602-299-5514
602-791-6138 (office)

Doctoral Student-
University of Arizona

Project Development

Pamela C. Rosen
1566 Stnaford Lane
Paoli, Penn. 19301
215-647-6040

Doctoral Student -
University of Pennsylvania

Project Development

Carol Shakeshaft
8 I.U. Willets Road
Roslyn, New York 11576
516-627-5305

Ph.D. - 1979 -
Texas A&M University

Policy Analysis

Nan P. Stein
110 College Ave.
Somerville, Mass. 02144
617-625-3206

Doctoral Student -
Harvard University

Research Design

Sharon Studer
2301 Cathedral Ave., N.W.
Washington, D.C. 20008
202-265-1480
202-223-1950 (office)

Ph.D. - 1978 -
University of Minnesota

Policy Analysis

Susan C. Thomas
1419 Northside Ave., Apt. A
Berkeley, Calif. 94702
415-527-8406
415-642-0857 (0963) (office)

Doctoral Student -
University of California-
Berkeley

Research Design

Participant

Degree Status

Workshop

RoJean M. Munoz
2750 Wind Rock Avenue
Corpus Christi, Texas 78410
512-241-0159
512-991-6810 x263

Doctoral Student -
Harvard University

Policy Analysis

Dorothy C. Newman
151 Mohawk Street
Mobile, Alabama 36606
205-478-3132

Doctoral Student -
Georgia State University

Project Development

Gerri Perreault
3224 Harriet Avenue South
Minneapolis, Minn. 55408
612-823-7516

Doctoral Student -
University of Minnesota

Policy Analysis

Carol Poll
232 East 89 Street
New York, N.Y. 10028
212-876-8592
212-596-5518 (office)

Ph.D. - Graduate School and
University Center of the City
Of New York - 1978

Policy Analysis

Pam Remer
245 Dickey Hall
University of Kentucky
Lexington, Kentucky 40506
606-278-7633
606-258-4884 (office)

Ph.D. - University of
Colorado - 1972

Project Development

Laurie Reyes
225 North Mills Street
Madison, Wisconsin 53713
608-263-6341

Doctoral Student -
University of Wisconsin-
Madison

Research Design

Participant

Degree Status

Workshop

Veronica G. Thomas
1200 19th Street, N.W.
room 820 G
Washington, D.C. 20208
202-254-6572

Doctoral Student -
Howard University

Research Design